

**AN ERROR ANALYSIS OF DESCRIPTIVE TEXT WRITTEN
BY SEVENTH GRADE STUDENTS OF SMPI PK
MUHAMMADIYAH DELANGGU**



**Submitted as a Partial Fulfillment of the Requirements for
Getting Bachelor Degree of Education in English Department**

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APPROVAL

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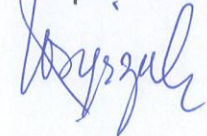
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Abstrak

Penelitian ini bertujuan untuk mengkategorikan error yang dibuat siswa kelas 7 SMPI PK Muhammadiyah Delanggu dalam menulis teks deskriptif. Penelitian ini bertujuan untuk mengetahui error apa saja yang dibuat siswa, error apa saja yang sering dibuat dalam ini adalah siswa kelas VII yang berjumlah 20 orang. Metode pengumpulan data pada penelitian ini adalah error analysis. Data penelitian diambil dari hasil kerja siswa yang berupa karangan dalam menulis Descriptive Text tentang seseorang atau tokoh terkenal. Hasil dari peneltian menunjukan bahwa terdapat beberapa error yang terjadi seperti punctuation, usage, grammar, dan spelling. Jenis error yang paling sering muncul dan dibuat siswa kelas VII adalah punctuation error. Penyebab terjadinya error tersebut karena kurang telitinya siswa dalam menulis suatu karangan sehingga siswa masih belum paham betul tentang kalimat dalam berbahasa Inggris dan kadang menulis suatu kata dalam bahasa Indonesia. menulis teks Descriptive dan untuk mengetahui apa penyebab dari error tersebut. Penelitian ini adalah penelitian deskriptif kualitatif. Subject dari penelitian

Kata Kunci : error analis, teks deskriptif, siswa, SMP, bahasa Inggris

Abstract

This study aims at categorizing error made by seventh grade student of SMPI PK Muhammadiyah Delanggu in writing Descriptive Text. The purpose of this study is to describe errors made by students, errors often made by students in writing Descriptive Text and causes students make these errors. This research is a qualitative descriptive study. The research subjects were class VII students totaling 20 students. The method of data collection in this study is from observation, interview, and document analysis. The research data were taken from the work of students in the form of essay in writing Descriptive Text on someone or famous figure. The results of the study showed that there were some errors that occurred such as punctuation, usage, grammar, and spelling. The type of error that often appears which is made by class VII students is punctuation error. The cause of the error is that student innacurately write an essay than, the student does not understand some sentence in English and sometimes write a word in Indonesian language.

Keywords: error analysis, descriptive text, students, junior high school, English

1. INTRODUCTION

As the international language, English is a language for science and technology. English is very important for Indonesia people, because Indonesian people need an understanding of English correctly. Therefore English learning from a

young level is very much needed in developing countries like Indonesia. English begins to play an important role at the first middle school level which became the basis and had an important role in getting skills that can give provision and abilities for the student in the future.

In English learning, there are 4 important skills that must be mastered by the language learners. These 4 things are speaking, writing, listening and reading. The skill is divided into 2, namely productive skills (speaking, writing) and receptive skills (reading and listening). In this study, the researcher only focuses the research on the productive ability that is the ability to writing. In writing, there are several problems faced by students such as vocabulary and grammar that are considered the biggest problem in English because writing Indonesian is different from the rules of writing English

Generally speaking, writing is the most difficult skill to master in learning English and other languages. According to Richard & Renandya, (2002) in Fauziati (2010: 123) this is due not only to need and generate ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also turn such ideas invisible text" Errors in writing can also be grammar errors and meanings error in transferring ideas from the native language into target language.

According to Bachman (1990: 87) there are 2 underlying parts of what is language competence; these two parts are pragmatic competence and organizational competence. Pragmatic competence is the ability to search for meaning that is written and then write it back into the text using its own language, while organizational competency is a skill that is possessed to understand writing and then form a thesis or sentence that has the same meaning correctly. With that statement, the author concluded that writing is one of the important and mastered skills.

According to Robert M Gorrel and Charlton Lird (1962) writing requires bringing many sorts of abilities together at once. It is a continuing process, allowing for growth and revision and refining. At the same time, it will be handling ideas and thinking of new ones, considering audience and tone, choosing words and building sentences and devising ways of putting them together. It is like someone thrown into the ocean to learn to swim (write while learning to write)".

The learners who want to use foreign language always fear of making errors and mistakes, especially the learner who wants to increase the ability of writing skill in target language. The learner usually making error, it is natural because error is natural and will occur frequently. Carl James says that "Error analysis is the process to determining the incidence, nature causes and consequences of unsuccessful language". (James, 1998:1).

Error analysis is an analyzing activity that aims to find out how well someone knows the target language, knows how someone learns the language and obtains information about errors in learning a foreign language. According to Saville-Toikey (2006) error analysis is a basic approach knowledge of SLA which includes an internal focus on learner's creativity ability to build language.

Writing is one of those skills which is also important, and it needs a lot of practices. According to Oshima (1999: 3), writing is not easy. It takes study and practice to develop this skill..

Nunan (2003:88) stated that writing is the physical act of committing words or ideas to some medium. Writing should be mastered by the students in order to make them share their ideas correctly and understandable.

Fauziati (2009: 144) states that errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative taxonomy, and communicative effect. The researcher intends to analyze the error using linguistic category and surface strategy taxonomy.

Moreover according to Kane (2000:352), descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it make descriptive text. In the other hand, Oshima and Hogue states that "description is writing about how something or someone looks and uses space order". Moreover, Dorothy E Zemach also states that descriptive paragraph explain how someone or something looks or feels.

According to Setiadi et. al (2002: 39), a description is a piece of writing that lists the characteristics of a person, place or thing. It describes living and non- living things such as animals, town, buildings, etc.

Based on the statement above, the researcher tries to conduct a research with a title AN ERROR ANALYSIS OF DESCRIPTIVE TEXT WRITTEN BY SEVENTH GRADE STUDENTS OF SMPI PK MUHAMMADIYAH DELANGGU

2. METHOD

In this research, the researcher used a descriptive qualitative method which used the procedures of error analysis. The researcher has collected the data in the form of field notes containing the process of teaching writing. The data also containing in the form of interview transcript and in the form of documentation of the student's worksheet. The researcher took field notes in class to get information about the activity of teaching writing and the data source from writing process at the seventh grade students in SMPI PK Muhammadiyah Delanggu.

3. FINDING AND DISCUSSION

3.1 Finding

3.1.1 Type of Error

The research data were taken are observation, interview, and document analysis. The result of the study showed that 4 there is spelling, punctuation, grammar, and usage error:

3.1.1.1 Spelling Error

These are the examples of erroneous in Spelling is “*colonialisme*”. The example shows that the word “**colonialisme**” is incorrect. The learner actually wants to write “**colonialism**” but she made mistakes in spelling. From the sample errors classified as spelling error, it can be seen that students did not write with correctly or they don’t know how to spell word with correctly.

3.1.1.2 Punctuation Error

These are the examples of erroneous in Punctuation is “. . . *body*,his” The example shows that the word “. . . *body*,” is incorrect. The learner actually wants to write “. . . *body*, his” but he made mistakes in punctuation. From the sample errors classified as punctuation error, it can be seen that students did not write with correctly or they don’t know how to write punctuation with correctly. Punctuation is important to

write some paragraph. In this table we can see that the student isn't notice the punctuation. The student still write some word after "point" (.) or "coma" (,) without giving a "space". There are almost error in this research.

3.1.1.3 Grammar Error

These are the examples of erroneous in Grammar is "He *is* a slim person" The example shows that the word "*is*" is incorrect. The learner actually wants to write "He *has* a slim body" but he made mistakes in grammar. From the sample errors classified as grammar error, the researcher found errors made by students including to find matching grammar in some words on production of verb group, subject and verb agreement, the use of preposition and the use of article. For example the student could not differ between "is" and "has". And the student delete some conjunction in their words. Grammar error is the type of error which indicates to the wrong of the structure of sentence. The correction must reflect to the appropriate grammatical rules.

3.1.1.4 Usage Error

These are the examples of erroneous in Usage is ". . . *meager wealth*. . . ". The example shows that the word ". . . *meager wealth* . . . " is incorrect. The learner actually wants to write ". . . poor. . . " but he made mistakes in usage. From the sample errors classified as usage error, such as a misplaced modifier or an inappropriate verb tense. The error itself is appear when student cannot difference between "on" and "in". This error also appears frequently in student worksheet.

3.1.2 Frequency and Percentage of Error

Based on the description above, there are some errors made by seventh grade students in creating descriptive text, then the researcher calculates the frequency and percentage then presents it through the following table :

Table 1. calculates the frequency and percentage

No	Type of Error	Frequently	Percentage
1	Spelling Error	15	21,1%
2	Punctuation Error	33	46,5%
3	Grammar Error	13	18,3%
4	Usage Error	10	14,1%
Total		100	100%

It is seen from the table above, that the highest error number made by the seventh-grade students of SMPI PK Muhammadiyah Delanggu in writing descriptive text is in the punctuation error with 33 errors and has an error percentage of 46,5%. It can be said that the majority of students experience errors in choosing, finding and using punctuation correctly.

3.1.3 The Cause of Error

There are several causes that arise when students make descriptive texts, including lack of understanding of punctuation, lack of students' knowledge of grammar, The lack of student vocabulary in writing a descriptive text, and tendency to use Indonesian rather than English . The cause of error are:

3.1.3.1 Lack of understanding of punctuation

This can occur in the lack of understanding about punctuation. The student not paying attention with punctuation or they don't know how to write punctuation with correctly. For example (*people,children,teenagers,and*) and the correct answer is (*people, children, teenagers, and*). According to interview with English teacher Mr. Ibnu said the causes form lack of understanding of punctuation:

"Kalau biasanya siswa sini itu salah dalam pemberian tanda baca seperti titik (.) sama koma (,) nya mas"

"Usually students in this school is wrong in giving punctuation like a point (.), also coma (,)"

(Interview with Mr. Ibnu, 3/13/2020)

3.1.3.2 Lack of students' knowledge of grammar

Most students still don't understand grammar which must be used in writing descriptive text, due to the lack of vocabulary they have, some students do not use words that are used to make good and right sentences they still use Indonesian language. The researcher has interviewed with some students who got error from writing descriptive text. Based on the result of interview with the students, the researcher also found the result of the error reason . It can be seen from the example of transcript interview with the students..

"Biasanya kalo saya tidak tahu artinya mas"

"Usually I don't know the meaning"

(Interview with Nadhira Artanti, 3/13/2020).

Also the second student said that they rarely use English.

"Soalnya mendeskripsikan pakai bahasa inggris mas jadi susah"

"Because describe with english language is difficult"

(Interview with Ardha Prabowo, 3/13/2020)

3.1.3.3 Tendency to use Indonesian rather than English

Most students tendency read Indonesian text rather than English text. Then they don't habitual write descriptive text with English. It can be seen in the transcript of interview with the English teacher, Mr. Ibnu below:

"Kalau kesalahan nya menurut saya dari siswa sendiri yang jarang membaca teks dalam bahasa inggris mas, dan juga siswa sangat jarang menulis teks bahasa inggris atas inisiatif sendiri mas. Jadi mereka seperti belum menemukan pedoman untuk menulis kalimat dengan benar."

"I think the error come from student who habitual read text in English, and then student seldom write English text with their initiative. So they can't find how to write sentences with correctly"

(Interview with Mr. Ibnu, 3/13/2020)

3.2 Discussion

There were 71 error made written by seventh grade students in SMPI PK Muhammadiyah Delanggu, Klaten in academic year 2019/2020 and the classification is 33 words in punctuation error consisting 46,5% error percentage, 15 word in spelling error with 21,1% error percentage, grammar error 13 word with error percentage 18,3%, and spelling error in 10 word with a percentage error of 14,1%. These errors occurred because most of the students always lack on the punctuation then the words that should be included in the sentence that make the sentence incorrect.

Unlike Bryant's (1984) findings, this study found a large number of students who experienced limited vocabulary and their lack of awareness to search the dictionary and they only relied on their peers for questioning.

The researcher used four theories to analyze the teaching technique namely: Syams (2015) entitled *"Error Analysis of Word Order Used in Writing Recount Text Made by students' at SMK Negeri 1 Pinrang"* Faculty of Tarbiyah and Teacher Training of UIN Alauddin, Second compared study is entitled *"AN ANALYSIS OF*

STUDENTS' ERRORS IN USING ENGLISH TENSES" (A Case Study at the Second Grade Students of SMP YAPERA An-Nurmaniyah Ciledug) by Komala (2015), The next compare was conducted by Nurwahid (2001) entitled "*Grammatical Error Analysis of Students' Writing Recount Text a Case Study at Second-grade Students of SMP Nusantara Plus*", The last previous study were conducted by Evayani (2013) entitled "*An Analysis of Grammatical Errors in Students' Recount Text Writing (A Case Study at the Second Grade Students of MAN 10 Jakarta)*".

The differences between this research with the previous studies were: 1) The other researcher using recount text and tenses as the subject for student. The other researchers did research at the different school, different background of object, and different region in investigating the teacher's feedback. 2) The result of this research was different with the result of the previous studies. The results of this research were that teacher used the types of error, spelling error, punctuation error, grammar error, and usage error. 3) The other researcher not using interview for collecting data. The similarities between this research with the previous studies were that both investigated error analysis written by student.

According to Brown's theory, the English teacher applied the type of classroom writing performance of imitative class at the seventh grade of SMPI PK Muhammadiyah Delanggu, Klaten. In this type of classroom writing performance, the teacher asked the students to write the simple sentences and set of phrases. In this classroom, the students wrote simple descriptive text about their famous people. It also indicated to Brown's theory about the microskills of writing. He states that micro skills focus on producing basic of writing, such as forming letters, words, or simple sentences. This study on error analysis hope a. The teacher should always give explanation on punctuation and capitalization, usage article, grammar, and how to spell in English. So, the student will improve their writing skills on English text.

4. CONCLUSION

After analyzing the data obtained from the work of the 7th-grade students of SMPI PK Muhammadiyah Delanggu about a descriptive text, the researcher concluded as follows. There were 4 types of error made by students in writing descriptive text,

namely Spelling, Punctuation, Grammar and Usage Error. There were 71 errors and the classification is 33 words in punctuation error consisting 46,5% error percentage, 15 word in spelling error with 21,1% error percentage, grammar error 13 word with error percentage 18,3%, and usage error in 10 word with a percentage error of 14,1%. The most frequently error made by students on the punctuation error.

Based on the data above, the majority of 7th-grade students at SMPI PK MUHAMMADIYAH DELANGGU still made many errors on punctuation in some word on writing descriptive text and changing the word from native language to the target language. The reason for this might be because the student was still not too familiar with the past tense material which results in using the wrong word in writing descriptive text.

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